

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12MO1

School Type (Public Schools):
(Check all that apply, if any)

☐

Charter

☐

Title 1

☐

Magnet

☐

Choice

Name of Principal: Dr. Dale Longenecker

Official School Name: Park Hill South High School

School Mailing Address: 4500 N.W. River Park Drive
Riverside, MO 64150-9648

County: Platte

State School Code Number*: 083-005

Telephone: (816) 359-4120 E-mail: longeneckerd@parkhill.k12.mo.us

Fax: (816) 359-4129

Web site/URL: psh.parkhill.k12.mo.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Dennis Fisher Superintendent e-mail: fisherd@parkhill.k12.mo.us

District Name: Park Hill School District District Phone: (816) 359-4000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Denise Schnell

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district 9 Elementary schools (includes K-8)
(per district designation): 3 Middle/Junior high schools
2 High schools
1 K-12 schools
15 Total schools in district
2. District per-pupil expenditure: 10335

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 6
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	199	204	403
3	0	0	0		10	230	185	415
4	0	0	0		11	180	181	361
5	0	0	0		12	193	178	371
Total in Applying School:								1550

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
2 % Asian
7 % Black or African American
8 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
79 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 5%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	27
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	54
(3)	Total of all transferred students [sum of rows (1) and (2)].	81
(4)	Total number of students in the school as of October 1, 2010	1558
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent of English Language Learners in the school: 1%
 Total number of ELL students in the school: 9
 Number of non-English languages represented: 3
 Specify non-English languages:

Spanish, Chinese (Mandarin), and Micronesian-Chuukese

9. Percent of students eligible for free/reduced-priced meals: 18%

Total number of students who qualify: 281

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 7%

Total number of students served: 113

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>18</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>32</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>37</u> Specific Learning Disability
<u>9</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>5</u>	<u>0</u>
Classroom teachers	<u>96</u>	<u>6</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>4</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>51</u>	<u>5</u>
Total number	<u>167</u>	<u>15</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 16:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	94%	93%	93%	93%	93%
High school graduation rate	94%	91%	89%	93%	94%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>361</u>
Enrolled in a 4-year college or university	<u>50%</u>
Enrolled in a community college	<u>27%</u>
Enrolled in vocational training	<u>3%</u>
Found employment	<u>10%</u>
Military service	<u>2%</u>
Other	<u>8%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

Park Hill South High School (PHS) is one of two high schools that serves the students of the Park Hill School District. Perched on a bluff overlooking the city of Riverside, Missouri, PHS serves the students of Parkville, Houston Lake, Northmoor, Kansas City and unincorporated Platte County. Steady growth in the Park Hill School District prompted the construction of Park Hill South which opened in the fall of 1998 under the leadership of our first principal, Dr. Brad Tate.

There are many challenges that come with the opening of a new building. The processing and establishing of a school identity takes time. Over the past fourteen years, Park Hill South has established itself as one of the best high schools in suburban Kansas City for academic performance. Park Hill South was selected in 2001 to be a grant school for Professional Learning Communities (PLC) by Missouri's Department of Elementary and Secondary Education (DESE) as they adopted this model of school improvement. The school embraced this aggressive push to meet the academic needs and potential of all our students. The school began to gather data and develop plans to make our school more effective through improvement of teaching and learning in our classrooms.

The characteristics of a Professional Learning Community soon became engrained in our school culture:

- Clarity of Purpose
- Collaborative School Culture
- Focus on Results

This process of focusing a large school to systematically meet the needs of all students took a great deal of commitment and effort on the part of all the staff.

Our first step was to clarify our purpose and focus on learning goals. Each content area spent time determining essential learning outcomes for their specific areas. Once these learning outcomes were defined, we began developing a series of assessment tools that allowed teachers to evaluate the learning process of their students. With the local assessments in place, we expanded our focus to provide effective intervention strategies to assist all students as they progressed toward their learning goals.

A collaborative culture takes the commitment of an entire staff from the principal to every teacher, secretary and custodian in the building. Collaboration is a core practice that guides all our school operations. Each Wednesday, we dismiss our students early to allow a period of teacher-directed collaboration time that is reserved for the sole purpose of improving student learning outcomes. Teachers utilize this time each week to share best instructional practices, reflect upon needed curriculum adjustments and review current learning assessment results. Over the last decade, we have purposefully recruited and hired teachers who will work together in our collaborative environment.

A pervasive component of our culture has been a focus on results. This can range from an administrative examination of discipline data to a math teacher looking at learning outcomes in algebra. The ongoing examination of data provides us a clear and unadulterated view of reality. Our culture provides a safe climate where the focus on results is the norm and does not seem punitive. All staff have access to the relevant information on the effectiveness of their work to allow for self-initiated improvements.

Park Hill South has adopted the Mission, Vision and Values of the Park Hill School District as our own.

- Vision: Building Successful Futures – Each Student – Every Day
- Mission: Through the expertise of a motivated staff, Park Hill South provides a meaningful education in a safe, caring environment to prepare each student for success in life.
- Values: Student Focus, Integrity, High Expectations, Continuous Improvement and Visionary Leadership.

A decade of focused school improvement has yielded significant improvements in our academic outcomes. We have seen our ACT average scores improve by a point and a half during this time (22.4 to as high as 24.0) and our Missouri End of Course exams (EOC's) have been some of the highest in the state. This academic growth has occurred during a time frame when our diversity, mobility and students living in poverty have more than doubled.

To cap off our culture on continuous improvement and focus on results, our students established a new tradition of celebrating successes with the ringing of a victory bell. Through the donations of a local businessmen, we now have a 42" bell in the front of the school that we collectively ring together to celebrate our academic and extra-curricular achievements.

1. Assessment Results:

The Missouri Assessment Program (MAP) is designed to assess students' progress toward mastery of the Show-Me Standards which are the educational standards in Missouri. The MAP measures proficiency in mathematics and communication arts at a statewide level in order to comply with the No Child Left Behind (NCLB) provisions. The state performance levels are divided into four areas: Below Basic, Basic, Proficient, and Advanced. At the high school level the MAP includes required End-of-Course (EOC) assessments in the subject areas of Algebra I and English II. For EOC assessments, all questions are comprised of multiple choice items. These items are composed of selected response questions developed specifically for Missouri. EOC assessments are taken when a student has received instruction on the course-level expectations for an assessment, regardless of grade level. Park Hill South's Adequate Yearly Progress (AYP) is determined by the percentage of students that have attained Proficient or Advanced status on the EOC assessments. Park Hill South High School has met AYP standards for the past three school years (2008-2011). Since 2008, student scores have increased in both mathematics and communication arts. Park Hill South's composite score for mathematics and communications arts for the 2009-2011 school years was the highest in the State of Missouri. While we are pleased with our academic progress over the last several years, it remains our goal that 100% of our students should be proficient or advanced on these state exams.

In both mathematics and communication arts, our students have seen consistent and steady growth over the last three years of the EOC implementation. The increase in student achievement among all students is a result of the work Park Hill South teachers have done in their Professional Learning Community (PLC) groups to adjust curriculum and instruction to meet the course level requirements set forth. Our PLC model also has an imbedded pyramid of academic interventions to assist students who are not meeting their academic learning goals.

Each Wednesday afternoon, we have a 45 min teacher collaboration time built into the school day. The sole purpose of this collaboration time is to monitor and improve student learning outcomes. Teachers will meet to share best instructional practices, develop common learning assessment tools and monitor, align curriculum, and monitor achievement levels. PLC teams meet at the subject level for teachers to analyze student data to refocus instruction on the learning needs of all students but they also meet as larger department groups to insure that courses are vertically aligned well.

There are several layers to our academic intervention pyramid. While classroom teachers are the first line of action, our plan also involves the students becoming active participants in the process. Students are afforded three Tutorial periods a week where they can seek out additional tutoring with their teachers. This model has proven efficient and effective due to the established relationship of the teacher and student. Students have the flexibility to tailor their Tutorial time to meet their specific academic needs. After implementation three years ago, we saw an immediate and sustained drop in D's and F's throughout the building.

While continuous improvement and high achievement of students at Park Hill South on EOC assessments is a testament to the hard work and dedication of our staff and students, concerns still exist with our achievement gap data. While all subgroups have made significant improvement, our subgroups have not kept pace. We still identify this as an opportunity for improvement. The increased mobility of the current economic crisis has disproportionately affected the students in our subgroups rendering many of our more long-term interventions ineffective. We are currently looking at more short-term interventions to meet the academic needs of our mobile student population within the subgroups.

Missouri assessment data can be accessed through <http://dese.mo.gov/> (link to Missouri Department of Education) or <http://mcids.dese.mo.gov/quickfacts/SitePages/DistrictInfo.aspx> (link to Missouri Comprehensive Data System). Due to rounding off, there can be a discrepancy of one percentage point between different sources. We have used multiple data sources to cross-check our data.

2. Using Assessment Results:

Assessment plays a key role in the instructional and learning programs at Park Hill South. It is an engrained component of our continuous school improvement within the Professional Learning Communities model. Locally developed assessments give our teachers immediate feedback toward progress on our learning goals. Our teaching staff meets weekly in a structured collaboration time where assessment data is reviewed and needed modifications to instruction are planned. Teachers work collaboratively to make these needed instructional and curricular modifications and share best practices to insure that learning occurs at high levels.

Park Hill South also participates in all End of Course (EOC) exams offered by Missouri's Department of Elementary and Secondary Education (DESE). Results from these exams provide detailed insight into the progress of our students as it relates to the state course level expectations. This data is revisited during our teacher collaboration time so we can make necessary modifications to both curriculum and instruction. Park Hill South students have excelled at some of the highest levels in the state of Missouri on these exams.

The Park Hill School District heavily utilizes the Explore-PLAN-ACT assessment strand. All 8th and 9th graders are given the Explore exam while all 10th graders are given the PLAN assessment. This data is used by students and parents as they plan out an individual course of high school study with the counselors. The strong correlation between the Explore-PLAN assessments and the ACT exams give our students a working knowledge of their college readiness skills prior to the ACT exam. This allows them to differentiate their academic course loads to meet their individual needs.

The Explore data allows our math department to make needed cohort adjustments to our incoming Algebra curriculum. In the past, we have noticed certain incoming classes have inherent strengths and weaknesses. This data allows the math teachers to plan more time for needed areas and less time for areas that would be quickly mastered.

We keep our parents and community informed about our students' academic progress through both internal and external communications. Internally we offer evening sessions for parents to receive information about what the assessment data means for them and their student. All test information is shared with students and parents so that all stakeholders have the needed information for our students to meet their academic goals. Our District public relations department will also disseminate our progress to the community through internal and external media sources.

3. Sharing Lessons Learned:

Park Hill South has been a leader in the Professional Learning Community school improvement model. We have hosted dozens of schools throughout Missouri, Kansas and the Midwest as they have initiated the PLC model. We have also made presentations to several graduate education programs at local universities. We have been a part of on-site professional development meetings for schools and we have made presentations at several state and national professional education conferences.

Park Hill South also participates in a suburban Kansas City Principals' Roundtable which has sponsored collaborative content meetings for courses which are examined by the Missouri EOC tests and for AP courses. Park Hill South teachers have participated and hosted these events as we work collaboratively with our neighboring high schools to provide meaningful professional development for our teachers.

4. Engaging Families and Communities:

Park Hill South High School has developed a strong rapport with the community since it opened in the fall of 1998. Located in Riverside, Missouri, Park Hill South has sustained and nurtured strong community ties over the past fourteen years. The Riverside Public Safety Department, City Hall and Community Center are located outside the school's back entrance. Students frequently see police officers, emergency responders and firefighters at lunch in the cafeteria. Along with our school resource officer from Riverside, this has forged strong, positive bonds between young adults and law enforcement.

Administrators work with civic leaders on special events and attend chamber meetings to maintain our interactive role in the community. Park Hill South provides information and resources for community members who may not even have students enrolled in the school. Our social worker, counselors and staff provide information and resources for struggling families. Most recently we have worked with families who were victims of a fire in replacing household goods and furniture that were lost. In these struggling economic times, the school and community work together, particularly during the holidays, to make sure that children and young people are taken care of and maintain their self-esteem.

Park Hill South prides itself on supporting the community as well as taking pride in being a part of the community. Most recently members of our Student Council, in conjunction with our principal have worked on developing a new tradition-The Park Hill South Victory Bell. The bell was donated by a business patron whose father founded the Red X General Store. This business is a core component of shopping for the community and beyond. The bell was forged in 1880 and is the oldest working bell on a high school campus in the country. Eventually, the bell will be housed in a tower surrounded by four walkways representing each grade level at the school. The new tradition allows students to sound the bell for excellence in sports or academics. Students have worked with community professionals to design the towers and surrounding grounds as well as fundraise. When the bell sounds it reminds the community of Park Hill South's commitment to achievement in all areas and acknowledges its civic pride by honoring a founding member of the community.

1. Curriculum:

Park Hill South High School embraces the District mission, vision and values statements as it prepares and delivers curriculum to our students. Students work with their respective counselors to develop a four year academic plan to guide them toward their post-graduation and career goals. The counseling department also assists students with career exploration and educational planning through the Missouri Connections Program. This program is sponsored by the Missouri Department of Elementary and Secondary Education and is available to all Missouri students, grades 7-12, in public and private schools. Parents, counselors and educators may use this online system at no charge.

Departments offering coursework for students are: Art, Business/Technology, Communication Arts, Family and Consumer Science, Foreign Language, Mathematics, Music, Physical Education and Health, Pre-Engineering, Science and Social Studies.

To meet district graduation requirements a student must successfully complete a minimum of twenty-eight credits outlined in the following areas:

- 4 Language Arts (prescribed- grades 9-12)
- 3 Social Studies (prescribed- World History, American History and Government)
- 3 Science
- 3 Math (minimum of Geometry)
- 1 Physical Education
- 1 Fine Arts
- 1 Practical Arts
- 1 Health/Personal Wellness
- 1 Personal Finance/Computer Applications
- 10 Elective credits

Curricular offerings include upper level classes, such as Advanced Placement (AP) and dual credit, for advancement. AP course offerings include: Studio Art, Computer Science, English Language, English Literature, French, German, Spanish, Calculus AB & BC, Music Theory, Physics, Biology, Chemistry, AP Environmental Science, World History, US History, Psychology and US Government and Politics. Dual credit courses, in partnerships with the Metropolitan Community College system, are: Composition & Reading, Speech, College Algebra, Spanish 3 & 4, French 3 & 4, German 3 & 4 as well as AP courses in, Chemistry, Biology and US History.

In addition to the traditional curriculum delivery model, Park Hill South students may also take classes through our Virtual Academy - the district online learning program. Courses currently offered as a virtual

class include; AP Art History, Personal Finance/Computer Applications, Animation/Game Design, Challenge Language Arts 11, Chinese 3, AP Statistics, American History and Psychology.

Park Hill South also provides our students with a wide variety of Fine Arts options. These include visual arts, performing arts, and music. In addition to the performing arts courses, students may showcase their talents through participation in school plays and musicals. Our music students have been selected by audition to perform at the state music conference and Carnegie Hall over the last two years. Visual arts students' work is constantly displayed in our building art gallery and in our permanent art collection scattered around the building. Each year students submit their best work for judging in the District Arts Festival.

Student endorsements are available for enrichment and exploration outside the rigor of the traditional classroom curriculum. This exploration of a professional interest or continuation of curriculum in preparation for college or the workplace affords a “real world” experience. As endorsement criteria vary from department to department, students work collaboratively with a staff member and the endorsement coordinator to ensure that the culminating project is a valuable portfolio asset for college admission or a job interview.

Students receiving services in English as a Second Language (ESL) and Special Education are offered educational opportunities tailored to meet their needs. Students struggling with academics are offered support through tutorial periods with their teachers. Specific programs in credit recovery and individual assistance are provided. Park Hill South also offers an alternative program for graduation called Missouri Options which prepares students to take their GED test.

In partnership with the Northland Career Center, Park Hill South students have the option of receiving training, as well as academic credit in such areas as: Building Trades, IT Professionals, Culinary Arts, Diesel Technology, Early Childhood Careers, Health Sciences, Welding, HVAC, and Law Enforcement/CSI.

Park Hill South works collaboratively throughout the building to provide each student the academic rigor and curriculum opportunities to meet their individual needs and goals. Park Hill South recognizes that by offering variety in courses and delivery we fulfill the District vision of “ Building Successful Futures, Each Student, Every Day.”

2. Reading/English:

PHS uses the Professional Learning Communities model to develop, strengthen, and create rigorous curriculum with diverse instructional methods to challenge each student every day. Instructors use data from state and local assessments to diagnose the strengths and weaknesses of PHS students. Our staff uses feedback from the PLAN and ACT tests to provide needed direction for student improvement. Once a weakness is identified, collaboration time is used to develop strategies to help students master concepts and objectives.

The Communication Arts curriculum at PHS is challenging and covers many areas of subject matter. With a strong emphasis on writing, using 6+1 Writing Traits as a tool, we produce young writers who can organize their thoughts and creativity using outside sources. This extensive process incorporates the use of good grammar, sentence and paragraph structure, and essay writing. All students learn the fundamentals of the research process. They learn the correct way to format sources, citations and paraphrasing to produce well written papers. Students are prepared to write in other content areas and in post-secondary settings.

Reading comprehension is a vital part of all courses. Teaching students different strategies like prediction, summarizing, rereading, and note taking allow for major growth in the development of this skill.

In addition to the curriculum, teachers use varied instructional strategies to reach every student. Strategies range from traditional methods to newer research based methods such as Socratic seminar, Cornell notes, blogs and online Blackboard discussions. The school has also differentiated our coursework for our students who struggle with reading. PHS offers a Read 180 course designed to raise student reading levels. Using small group instruction to provided one on one assistance, the Read 180 program has exhibited great growth and success.

3. Mathematics:

At Park Hill South High School the math department provides a meaningful education to prepare students for success in life. The curriculum is vertically and horizontally aligned from 7th – 12th grades. Teachers, administrators, and counselors collaborate to ensure the District's vision and mission are met as well as continuing the high expectations we have set for our students. Teachers are in constant communication with all stakeholders to ensure the school is building successful futures for each student every day.

To graduate from Park Hill South High School, students are required to earn three math credits. Two of these credits must be Algebra 1 and Geometry with the majority of the students opting for higher level courses. The incoming freshmen and future students will continue to meet expectations set by the common core standards and complete a minimum of Algebra 2 for graduation. All math classes focus on preparing students to meet their post-secondary goals. The curriculum continues to be modified by teachers and administrators to meet the changes in state and national common core standards.

Students are taught in a technology rich math environment. Teachers incorporate the use of Smartboards, graphing calculators, document cameras, emulators, and clickers. The teachers also use websites and Blackboard which provides students access to curriculum at home and prepares them for the advances in technology they will see at the college level. This technology provides students with an interactive and highly engaging curriculum.

Teachers and students set individual and course level goals. Administrators, teachers, and students track these goals through formative and summative assessments. Students who are not continually improving are provided before and after school tutoring, peer mentoring, and guided study. Park Hill South High School also provides accelerated and AP courses, as well as courses for college credit.

4. Additional Curriculum Area:

The vision of the Park Hill School District is to build successful futures - each student - every day. In the science department, it is our firm belief that we can not only cater to the future scientist, doctor, or engineer, but also the future journalist or artist. We expect our students entering science fields to be challenged and prepared enough to be at the top of their college classes. We feel it is equally important to prepare the non-science major with a solid understanding of science concepts, the ability to think critically, make medical and political decisions in an educated fashion, and to become ecologically responsible citizens. To accomplish the district vision we offer a variety of courses, and have a well-planned support structure for our students. Our outdoor classroom provides students in all subjects with an authentic natural environment for study.

To give students the best opportunities to be prepared for the future, all teachers in the science department have earned masters' degrees and collaborate weekly. We have expanded our course offerings to include four AP choices, several with opportunities to earn dual credit through a local college. Our classes often utilize the outdoor classroom to appeal to all students. We provide multiple opportunities to prepare for the ACT test, both in prep courses and through rigorous class content. Several teachers offer ACT strategies during their courses. This type of dedication has enabled our building to maintain an ACT average well above local, state, and national averages.

Perhaps the proudest accomplishment of the department is the construction and implementation of the outdoor classroom. Through extensive grants and donations, we have an outdoor setting with carefully selected native plants, abundant wildlife, a walking trail, and an outdoor amphitheater setting for class meetings. The opportunity to observe wildlife in its natural habitat, is aided by wildlife cameras and a new water feature that is already under construction. The students and members of our community have participated extensively in the planning and construction of this area over the last few years. It is an amenity that provides not only the science department with authentic opportunities to perform investigations in the field, but provides a backdrop for art and photography classes, a peaceful setting for writing, and in several cases has reached and engaged the otherwise disinterested student. Amazing things happen when you take students outside.

5. Instructional Methods:

Differentiated instruction is more than just a phrase at PHS. It is the daily practice of teachers to use varied strategies to deliver material and accommodate different learning styles. Instructors regularly use student centered methods such as Socratic seminars, peer editing, pair and share and small group collaboration. These methods have proven effective as our state scores have risen. This increase is not accidental as teachers are constantly reaching out to all students and modifying instruction to meet their individual needs. Technology has played a vital role in this success. Providing teachers with pervasive access to instructional technology in each classroom bridges the gap of traditional instruction to one that our 21st century students demand. Teachers utilize Blackboard, GoogleDocs and even Twitter to prepare students for online learning opportunities. In today's digital society, research has shown that visual learning styles have become more predominant among our students. Adding technology related instructional methods has helped to meet the changing needs of our students.

PHS has also adopted the AVID (Advancement Via Individual Determination) program to better prepare students who are academically "in the middle" for success at four-year post-secondary schools. In conjunction with the curriculum, AVID provides a comprehensive set of professional development courses which support rigorous curriculum throughout the school by emphasizing writing, inquiry, collaboration and reading in instruction. The AVID instructional methods are implemented throughout the building. Teachers have attended summer and on-site training sessions over the last four years. The AVID instructional methods are research based while providing a pragmatic approach that both teachers and students value.

6. Professional Development:

Park Hill South High School's professional development program provides a motivated staff the expertise needed to impact student achievement. Professional development is aligned with the district's CSIP (Comprehensive School Improvement Plan) and the BSIP (Building School Improvement Plan) goals. Professional development is teacher/site-administrator/district driven and centers on "big picture" growth that supports student learning.

Formal professional development takes place throughout the year, with the administration bringing in consultants that specialize in technology, AVID curriculum, and special education. Teachers are provided with multiple courses to select to attend throughout the day depending on their content and interest. Individuals sign up through My Learning Plan which tracks a teacher's professional development throughout their entire career. Teachers are given information and allowed time to digest the newest trends in formative and summative assessment, instruction, logistics, remediation, academic support, and technology. Teachers are also given time to meet cross-curricular to discuss best practices. Administrators use surveys pre and post professional development to observe climate and determine future course offerings.

Informal professional development is provided weekly after school by department. Teachers meet to discuss best practices and strategies for improvement within their department. This professional

development is sometimes expanded to include counselors, administrators, and middle school teachers to help align curriculum and collaborate on individual student success plans. Midterm and final course level common assessments are discussed and modified to meet changes in state and national common core standards. Teachers also use “Breeze Training” to become certified in handling blood borne pathogens and identifying child abuse. Breeze Training is performed online and can be completed at an optimal time for a teacher.

The Park Hill School District has recently adopted a new professional development strategy which allows teachers to complete one day of their formal professional development outside of the assigned day. Teachers are allowed to choose three courses (each two hours) through the summer and school year to attend. These courses offer advances in content and course specific areas as well as AP instruction. Teachers have seen an improvement in their formal state and national assessments including ACT and PLAN scores due to the differentiated professional development.

7. School Leadership:

Collaboration is reflected thematically in all leadership structures at Park Hill South. The administrative team consists of a principal and four assistant principals. This group meets formally weekly and informally on a daily basis to review operational and instructional management of the school.

Leadership Council is comprised of teachers who are elected by their peers to serve on this team. Members serve three years terms, guide the structure and operations of the school and serve as a voice for the entire staff.

Department chairs serve as instructional and curricular leaders of each content department. They work with the administration closely to meet the needs of their departments, oversee building curricular revisions and allocate instructional funds as well as allocating building resources. Department chairs facilitate the teacher collaboration time by putting together the content teams, setting the agendas and providing the necessary assessment data for examination.

The principal, as the instructional leader of the school, serves with each of these groups and coordinates the efforts of all stakeholders to insure the mission and vision of the school remains in focus.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: English 10

Edition/Publication Year: 2008 Publisher: Riverside

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Jun	May	May	May	May
SCHOOL SCORES					
Proficient + Advanced	90	89	87	47	46
Advanced	47	39	37	18	10
Number of students tested	353	379	369	381	365
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient + Advanced	73	71	76	11	22
Advanced	28	24	21	0	9
Number of students tested	64	58	58	46	45
2. African American Students					
Proficient + Advanced	69	58	69	26	28
Advanced	14	17	8	7	14
Number of students tested	29	29	26	31	36
3. Hispanic or Latino Students					
Proficient + Advanced	81	83	92	27	
Advanced	28	22	39	7	
Number of students tested	32	18	13	15	6
4. Special Education Students					
Proficient + Advanced	44	43	36	11	12
Advanced	11	0	0	11	9
Number of students tested	18	23	25	36	34
5. English Language Learner Students					
Proficient + Advanced					
Advanced					
Number of students tested					
6.					
Proficient + Advanced					
Advanced					
Number of students tested					
NOTES:					
Missouri switched to the English 10 End of Course (EOC) exams in 2008-09 school year. These exams are given at the end of each term in Dec and May/June. Data listed from 2006-08 was from the Missouri Assessment Program (MAP) 11th grade Com Arts exams.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 9 Test: Algebra I

Edition/Publication Year: 2008 Publisher: Riverside

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Jun	May	May	May	May
SCHOOL SCORES					
Proficient + Advanced	85	78	75	56	63
Advanced	41	28	21	18	15
Number of students tested	290	289	295	371	395
Percent of total students tested	97	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient + Advanced	67	65	61	19	21
Advanced	36	13	9	4	2
Number of students tested	61	52	34	53	61
2. African American Students					
Proficient + Advanced	68	62	43	38	29
Advanced	26	15	13	3	3
Number of students tested	19	26	23	34	34
3. Hispanic or Latino Students					
Proficient + Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient + Advanced	43	29	35	27	15
Advanced	13	0	0	8	11
Number of students tested	23	17	20	26	47
5. English Language Learner Students					
Proficient + Advanced					
Advanced					
Number of students tested					
6.					
Proficient + Advanced					
Advanced					
Number of students tested					
NOTES:					
Missouri used the Algebra I End of Course (EOC) exams from 2008-2011. These exams were given in both December and May/June at the end of each term. The Missouri Assessment Program (MAP) exams were given to 10th graders in 2006-2008.					

12MO1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient + Advanced	85	78	75	56	63
Advanced	41	28	21	18	15
Number of students tested	290	289	295	371	395
Percent of total students tested	97	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient + Advanced	67	65	61	19	21
Advanced	36	13	9	4	2
Number of students tested	61	52	34	53	61
2. African American Students					
Proficient + Advanced	68	62	43	38	29
Advanced	26	15	13	3	3
Number of students tested	19	26	23	34	34
3. Hispanic or Latino Students					
Proficient + Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient + Advanced	43	29	35	27	15
Advanced	13	0	0	8	11
Number of students tested	23	17	20	26	47
5. English Language Learner Students					
Proficient + Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient + Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12MO1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient + Advanced	90	89	87	47	46
Advanced	47	39	37	18	10
Number of students tested	353	379	369	381	365
Percent of total students tested	98	100	100	100	100
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Number of students tested	29	29	26	31	36
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5. English Language Learner Students					
Proficient + Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient + Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12MO1